



## APPLEFORD SCHOOL

### Relationships and Sex Education (RSE) POLICY

**This policy applies to the whole school, including boarding**

*This policy is publicly available on the school website and on request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

All who work, or volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This policy also takes into consideration the National Minimum Standard (NMS) for residential special schools (RSS).

**We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.**

**Monitoring and Review:** This policy is subject to continuous monitoring, refinement and audit by Dr Peter Gardner (Managing Director), the Advisory Board and Mr David King (Headmaster). The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. The Proprietor recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

Policy agreed: September 2024  
Date Reviewed: September 2024  
Date of Next Review: January 2025

Signed:

Dr Peter Gardner  
Proprietor and Managing Director

Mr David King  
Headmaster

This policy was last reviewed and agreed by the Proprietor of the School in September 2023 and will next be reviewed no later than September 2024 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Context:** All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

**PSHEE: At Appleford School, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin pupils' development as people and because we believe that this also supports their learning capacity.**

We use the PSHE Association framework, which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our pupils' learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the ISI Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

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**Statutory RSE and Health Education:** “The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”  
DfE Guidance p.8.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

*Secretary of State Foreword, DfE Guidance 2019 p.4-5.*

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

*DfE Guidance p.8*

“All schools must have in place a written policy for Relationships and Sex Education.”

*DfE Guidance p.11.*

Here, at Appleford School we value PSHEE as a way to support pupils’ development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships, Sex and Health and Economic Education within our whole-school PSHEE Programme. To ensure progression and a spiral curriculum, we use the PSHE Association as our chosen teaching and learning programme and tailor it to our pupils’ needs. The mapping document, ‘Thematic Programme Builder’, shows exactly how we meet the statutory RSE and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of

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educational contexts)

- **Promoting Fundamental British Values as part of SMSC in schools** (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- **SMSC requirements for independent schools** (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

**What do we teach when and who teaches it? Whole-school approach:** the PSHE Association covers all areas of PSHEE for the primary and secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each unit and these are taught across the school; the learning deepens and broadens every year.

**PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL**

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others’ needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

**SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

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At Appleford School we allocate lesson time to PSHE each week:

- 1 lesson in Year 4 - 7
- 1 lesson in Year 8 – 11

in order to teach the PSHEE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- praise and reward system,
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class tutors/ a dedicated PSHE Team deliver the weekly lessons.

**Relationships and Sex Education:** "The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships... Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. RSE should provide clear progression from what is taught in primary school in Relationships Education. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect." *DfE Guidance page 25*

"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

*DfE Guidance page 15*

**The Sex Education Forum offers the following definitions:** "Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health."

"Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future."

*Sex Education Forum, 2020*

**What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?** *RSE in secondary schools will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'. The expected outcomes for each of these elements can be found further on in this policy. The way the PSHE Association Programme covers these is explained in the mapping document.*

**Organisation:** RSE is delivered by a number of teachers who have the experience and skills to deliver sensitive material to mixed ability, co-educational groups of pupils. Annually, appropriate and suitably experienced and/or knowledgeable visitors from outside Appleford School may be invited to contribute to the delivery of RSE in Appleford School. The RSE programme, outside the Science Schemes of Work where certain topics are dealt with, is conducted using a variety of informal activities which have been built into the programme. A set of ground rules will help teachers create a safe environment, in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. All staff involved in the teaching of RSE will receive training on the importance of ground rules and how to set them. Appleford School believes in the importance of training for staff delivering RSE. Staff are encouraged to identify appropriate training and support to help them deliver effective RSE.

The following are protocols for discussion-based lessons with pupils:

- Pupils must be made aware that teachers cannot offer unconditional confidentiality.
- No one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Meanings of words will be explained in a sensible and factual way;
- When answering a specific question which involves information at a level inappropriate to the development of the rest of the

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pupils, the question may be dealt with individually at another time.

- Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's Safeguarding (Child Protection) policy.

**Health Education:** "It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves."

*DfE Guidance page 35.*

**What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?**

Health Education in secondary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy. The way that the PSHE Association covers these is explained in the mapping document. Appleford School also has an additional Mental Health Policy (21.3)

**Sex Education:** the DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level. Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

*DfE Guidance page 29.*

At Appleford School we agree with the Sex Education Forum definition of Sex Education (as above).

The PSHE Association Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

**Parents' right to request their child be withdrawn from Sex Education:** "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should decide to provide the child with sex education during one of those Terms".

*DfE Guidance pages 17/18.*

Should parents wish to discuss withdrawing their child from Sex Education, they are advised contact the relevant tutor and/or Head of Year to make their wishes known.

**Monitoring and Review:** The Director of Studies and Head of Pastoral Care monitors this policy on an annual basis. The Head of Pastoral reports its findings and recommendations to the full Advisory Board and SLT, as necessary, if the policy needs modification. Both of the Director of Studies and the Head of Pastoral gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. An end of unit assessment is created by the Head of PSHE based on the content taught and these are completed by students to monitor understanding and to monitor their progress in learning. Tutors/ PSHE teaching team scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

**Inclusion and SEND:** at Appleford School, we pride ourselves on our inclusive policy and on how we make provision for all pupils' needs. At Appleford School we teach PSHE to all pupils, whatever their ability and individual needs. PSHE at our school is part of providing a broad and balanced education for all pupils. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each student's different needs.

We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We assess the needs of each student acting to enable the student to learn as effectively as possible thus enabling them to have access to the full range of activities involved in learning PSHE. Where pupils are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

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## Equality

**This policy will inform the school's Equalities Policy:** the DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Appleford School we promote respect for all and value every individual student. We also respect the right of our pupils, their families and our staff to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

**Spiritual, Moral, Social and Cultural Development (SMSC):** In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE education makes a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHE education programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help pupils to:

- develop self-esteem, self-awareness, self-understanding and confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

Therefore, the understanding and knowledge expected of the pupils in Appleford School as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public

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bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

***Our objectives are to:***

- teach pupils the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
- enable pupils to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage pupils to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
- nurture in pupils a particular set of **VALUES** and
- give the pupils the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

**PSHEE education and Citizenship and inclusion:** We teach PSHE education and Citizenship to all pupils, regardless of their ability, gender, differences in culture or background. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. The nature of the topic allows for a broad range of mediums for delivery. Those pupils for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. The class teacher ensures that all pupils are as involved as possible in the discussions and activities taking place and provide resources so that access to the curriculum is possible. Beyond the classroom, pupils are encouraged to take on responsibility in school and make a positive contribution to the school, local and wider communities.



**PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL**

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
<b>Year 1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>Year 2</b>	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	